EFFICIENCY CORRELATE 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Correlate 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and supports high student and staff performance.

Indicator	Ratings of Performance			
	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1 ORGANIZATION OF THE SCHOOL	**Meets criteria for a rating of "3" on this indicator plus:**			
8.1a **There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities.** **Examples of Supporting Evidence:** • 5YCEP • School board policies and procedures • School board/committee meeting agenda/minutes • Master schedule • School budgets (Five-Year history) • Staff member, school board member and community member interviews • Lesson plans/units of study • Curriculum documents • Schedules of events • Equipment inventory	Resource management policies and procedures are routinely validated against the practices of high-performing and efficient organizations.	**Representatives of multiple stakeholder groups, Elders and staff members participate in the development of resource management policies, school reform and school policies related to needs and outcomes. Procedures are clearly communicated, fully implemented, regularly reviewed and modified as needed.**	Resource management policies are in place, but policies are either not fully implemented or are noted and modified as needed.	There are no resource management policies.
	The school board has expanded the budget process to establish budget projections for anticipated needs.	**Representatives of multiple stakeholder groups and staff members collaborate to advise the school board in the development of a budget that allocates fiscal resources according to the identified needs of the school.**	The school board adopts a budget, but the allocation of fiscal resources may not support the identified needs of the school as reflected in the comprehensive school improvement plan.	The school board does not adopt a budget or the allocation of fiscal resources does not support the identified needs of the school.
	The school board effectively uses ad hoc committees to address rapidly emerging resource issues.	**Standing committees (e.g., textbook, technology, budget) to address the allocation of resources are appointed and are fully functional.**	Standing committees are appointed to address the allocation of resources, but they may not be active.	There are no standing committees to address the allocation of resources.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1a ORGANIZATION OF THE SCHOOL **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
	Abundant resources are allocated to encourage high student and staff performance.	**The school equitably allocates resources (fiscal, human, physical and time) to encourage high student and staff performance.**	The school allocates resources, but either the allocation is not equitable or not focused on high student and staff performance.	The school does not have a process to allocate resources.
	The school systematically establishes partnerships with external entities (e.g., local or national) focused on a specific identified need of the school.	**The school has augmented its resources by taking advantage of external opportunities (e.g., local artists to teach students specialized skills, community or university library, surplus materials from local industries) to tie learning to the outside world.**	The school occasionally takes advantage of external resources.	The school does not take advantage of external resources.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1b **The master class schedule reflects all students have access to all of the curriculum.** **Examples of Supporting Evidence:** • Master schedule • Individual student schedules • Perception surveys • Student course requests • Individual education plans • Individual graduation plans • School board policies and meeting agenda/minutes • Staff member, student and parent/ family interviews • Montana's Content and Performance Standards.	**Meets criteria for a rating of "3" on this indicator plus:** The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that all students have equitable access to the curriculum ensuring time for active learning by providing the necessary time and avoiding interruptions.	**School board has adopted policy and school leadership implements procedures requiring equitable access to the curriculum for all students, ensuring time for active learning by providing the necessary time and avoiding interruptions.**	School board has adopted policy requiring equitable access to the curriculum for all students, but the policy has not been fully implemented.	The school board does not have policy that addresses equitable access to the curriculum.
	Alternative scheduling options are designed and implemented to ensure that all students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.	**Students have equitable access to all classes regardless of cultural background, physical abilities, socio-economic status and intellectual abilities.**	Most students have equitable access to classes, but priority has not been given to students with disabilities when assigning classroom space.	Students do not have equitable access to classes.
	The master schedule provides opportunities for students to access course offerings beyond the curriculum of the school. The school has developed external partnerships, such as those with colleges and universities to offer courses for credit/dual credit.	**Sufficient course offerings are provided for all students to address Montana's Content and Performance Standards and the objectives of the school's 5YCEP.**	Course offerings are sufficient in some areas for students to address Montana's Content and Performance Standards.	Course offerings are insufficient for students to address Montana's Content and Performance Standards.
	Creative scheduling and technological resources are combined to provide specialized/singleton courses to ensure that students have access to all courses.	**Specialized/singleton courses are intentionally scheduled to be non-concurrent and not in conflict with required offerings to ensure that students have access to all courses.**	Specialized/singleton courses are sometimes concurrently scheduled, or are in conflict with required courses.	Specialized/singleton courses are not offered.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **8.1c** **The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.** **Examples of Supporting Evidence:** • School board staffing policy • Local Educator Assignment Data forms • Perception surveys • Master schedule • Staff member, school board member and student interviews • Teacher certification documentation • Building map/classroom assignments • Instructional assistants schedule • Lesson plans/units of study • Committee meeting agenda/minutes	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board revises their policy on staffing assignments based upon analysis of student performance data and emerging student needs.	**The school board adopts policy and school leadership implements procedures to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data.**	The school board adopts policy to ensure that staff assignments are made to address specific student needs that are based on analysis of student performance data, but school leadership does not always implement procedures congruent with the policy.	The school board does not have a policy on staff assignments or the policy does not require that staff assignments address student-learning needs.
	School leadership recruits teachers with multiple certifications to allow more flexibility in staff assignments and paraprofessionals are highly qualified.	**All teachers are certified to teach in their assigned areas and/or grade levels and paraprofessionals meet the definition of highly qualified.**	All teachers are certified to teach in their assigned areas or levels, but some teachers have emergency certification.	Most teachers are certified to teach in their assigned areas or levels.
	School and district leadership collaborate to ensure that building design and/or renovation specifically facilitates resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.	**Classroom assignments maximize opportunities for resource sharing, mentoring and collaboration among teachers and students of similar grade levels or subject areas.**	Classroom assignments may allow resource sharing, mentoring and collaboration among teachers and students, but these arrangements are not consistently adhered to throughout the school.	Classroom assignments are not conducive to resource sharing, mentoring or collaboration among teachers or students.
	Paraprofessionals are assigned and reassigned to optimize program implementation and to meet the learning needs of students.	**Paraprofessionals are assigned to effectively implement programs and meet the learning needs of students.**	Paraprofessionals are provided in some areas, but the numbers are not sufficient to meet needs.	Paraprofessionals are not assigned to meet specific learning needs of students.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1d **There is evidence that the staff makes efficient use of instructional time to maximize student learning.** **Examples of Supporting Evidence:** • School board policies and meeting agenda/minutes • Committee meeting agenda/minutes • Master schedule • Teacher schedules • Staff member and student interviews • Walk-through observations • Schedule of special events • Field trip records • Lesson plans/units of study • Curriculum maps • Professional library/resources	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school board regularly evaluates the adopted policy and modifies the policy as necessary. Implementation of procedures is monitored to ensure that instructional time is protected to maximize student learning.	**The school board has adopted policy, and school leadership has implemented procedures to protect instructional time.**	The school board has adopted policy to protect instructional time, but the policy has not been fully implemented.	The school board has not adopted policies to protect instructional time.
	The school/district provides clerical and technological resources to teachers that enable them to more efficiently handle classroom management and organizational practices.	**Classroom management and organizational practices are structured to ensure that instructional use of class time is maximized.**	The classroom management and organizational practices of some teachers ensure that instructional use of class time is maximized.	Classroom management and organizational practices are not structured to ensure that instructional use of class time is maximized.
	A subcommittee of the school board conducts ongoing research into effective instructional time practices and makes specific recommendations to the board for adjustments to the school's schedule to maximize student learning.	**The staff adjusts the schedule (e.g., varying class length, allowing additional time for project development), as appropriate, based on instructional needs.**	Staff members occasionally adjust the schedule to address instructional needs.	Staff members do not adjust the schedule to address instructional needs.
	Teachers collaborate on programs that occur during instructional time to ensure that the programs support instruction in multiple content areas.	**Programs that occur during instructional time (e.g., assembly programs, field trips) reinforce specific learning goals of students, extend classroom instruction and occur at appropriate points in the curriculum.**	Programs that occur during instructional time usually relate to general learning goals.	Programs that occur during instructional time do not relate to the learning goals of students.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1e **Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).** **Examples of Supporting Evidence:** • Master schedule • Staff member interviews • 5YCEP • Lesson plans/units of study • School/district shared online folders/ web pages • Professional library/resources • Meeting agenda/minutes/observations	**Meets criteria for a rating of "3" on this indicator plus:** Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by both content areas and grade levels.	**Staff members collaborate to develop and implement a schedule that provides regular common team planning time, by content area and/or grade level.**	Staff members may collaborate to develop a schedule that provides regular common team planning time, but the schedule is not implemented as developed. Resources are not always used to support teacher collaboration and team planning to meet student learning needs.	Staff members do not collaborate to develop a schedule that provides common team planning time.
	Staff members use common team planning time to collaborate by both content area and grade level to focus classroom instruction on the goals and objectives of the 5YCEP.	**Staff members use common team planning time to collaborate by content area and/or grade level to focus classroom instruction on the goals and objectives of the 5YCEP.**	Staff members use common team planning time to collaborate, but their efforts are not focused on the goals and objectives of the comprehensive 5YCEP improvement plan.	Staff members do not use common team planning time to collaborate.
	Staff members collaborate with the staff members at other schools across the district to electronically share lesson plans and curriculum maps in order to more effectively address vertical transitions.	**Staff members post lesson plans and curriculum maps in a shared online environment or other convenient venue to promote horizontal and vertical team planning.**	Some staff members share lesson plans to promote horizontal and vertical team planning.	Staff members do not share lesson plans to promote horizontal and vertical team planning.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1 e **(continued)**	**Meets criteria for a rating of "3" on this indicator plus:**			
	Staff members from multiple schools collaborate to implement a district-wide, research-informed evaluation of team planning on student performance and make adjustments as necessary to achieve the goals and objectives of the 5YCEP.	**Staff members evaluate the impact of the team planning on student performance and make adjustments as necessary.**	Staff members informally discuss the impact of team planning on student performance, but adjustments are not always made.	Staff members do not consider the impact of team planning on student performance.
	Abundant resources are used to support teacher collaboration and team planning to meet the individual learning needs of students.	**Resources (time, space, people, money, materials) are used to support teacher collaboration and team planning to meet the individual learning needs of students.**	Resources are not always used to support teacher collaboration and team planning to meet student learning needs.	Resources are not used to support teacher collaboration and team planning.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.1f **The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, cultural needs, etc.).** **Examples of Supporting Evidence:** • 5YCEP • Extended school services programs and procedures • Documentation of peer tutors, cooperative learning groups • Examples of student learning inventories • Master schedule • Walkthrough observations • Mission and belief statements • Staff member and student interviews • School board policy	**Meets criteria for a rating of "3" on this indicator plus:**			
	The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the missions of the school and the district.	**The school's schedule is designed so that maximum instructional time is available for staff members to provide quality instruction to accomplish the mission of the school.**	The stated intention of the design of the school's schedule is to maximize instructional time for staff members to provide quality instruction to accomplish the mission of the school, but the schedule more often accommodates the convenience of staff members.	Maximization of instructional time is not a consideration in the design of the school's schedule.
	Creative scheduling and technological resources are combined to meet the developmental needs and learning styles of students.	**The developmental needs and learning styles of students are given priority in arranging student schedules.**	The developmental needs and learning styles of students may be considered in arranging student schedules, but are not made a priority.	The developmental needs and learning styles of students are not considered in arranging student schedules.
	Staff members implement research informed and innovative instructional strategies and time usage practices to promote successful student performance, to accomplish the school's mission and vision.	**Staff members implement a variety of effective instructional strategies and provide extended time for learning to promote successful student performance, to accomplish the school's mission and vision.**	Some staff members implement a variety of effective instructional strategies and/or provide expanded instructional opportunities for learning to promote successful student performance.	Staff members use a single method of instruction and/or do not provide expanded instructional opportunities for learning.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
8.2 RESOURCE ALLOCATION AND INTEGRATION	**Meets criteria for a rating of "3" on this indicator plus:**			
DA **8.2a** **The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.** **Examples of Supporting Evidence:** • School budgets • School board policies • Budgetary procedure manuals • School board meeting agenda and minutes • School board budget committee meeting agenda and minutes • School financial reports • District and school staff member, parent/family and student interviews	Representatives of multiple stakeholder groups (e.g., parents, teachers, community leaders, students) are involved in budget development.	**The school board has adopted a clearly defined budget policy and school leadership has implemented budgetary procedures to allocate funds to meet the identified needs of students.**	The school board has a budget policy, but it is not clearly defined or school leadership has not fully implemented budgetary procedures to allocate funds to meet the identified needs of students.	The school board does not have a budget policy. Teachers do not have equal or equitable access to fiscal resources.
	School leadership has established a clearly defined process for supporting staff members in obtaining resources from external sources to augment school allocations.	**School leadership supports staff members in obtaining resources from external sources (e.g., grants, instructional materials) to augment school allocations.**	School leadership does not always support staff members in obtaining resources from external sources to augment school allocations.	School leadership does not support staff members in their efforts to obtain resources from external sources.
	The school's financial records are posted in a public venue (e.g., public library, web page) and school board members are provided access to basic finance and budget support.	**The school's financial records are published in a form that is understandable by school staff members and regularly provided at school board meetings.**	The school's financial records are difficult to obtain, not in a form that is fully understandable by school staff members or not regularly provided at school board meetings.	The school's financial records are not available.
	Teachers have access to abundant resources to meet the identified needs of their students.	**Teachers have equitable access to fiscal resources to meet the identified needs of their students and are expected to participate in fiscal decision-making.**	Teachers may have equal access to fiscal resources, but those resources are not equitably distributed to meet the identified needs of students.	Teachers do not have equal or equitable access to fiscal resources.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** *Little or no development and implementation*
DA	**Meets criteria for a rating of "3" on this indicator plus:**			
8.2b **The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.** **Examples of Supporting Evidence:** • 5YCEP • School budgets • Vision and mission statements • School board budget policy • School procedures manual • School financial reports • School board meeting agenda and minutes • Needs assessment data • District and school staff member, parent and other stakeholder interviews	Abundant discretionary funds support the vision and mission statements of the school and relate directly to student needs.	**Expenditures of discretionary funds support the vision and mission statements of the school and relate directly to student needs identified from appropriate data.**	Expenditures of discretionary funds may support the vision and mission statements of the school, but the match of expenditures to identified student needs is not intentional.	Expenditures of discretionary funds do not support the vision and mission statements of the school.
	The school board has developed policies with input from staff members and other stakeholders.	**The school board has adopted policy and school leadership has implemented operational procedures for distribution of discretionary funds.**	The school board has adopted policy and school leadership has established procedures for distribution of discretionary funds, but the procedures are not always followed.	The school board does not have a policy on or school leadership has not established procedures for the distribution of discretionary funds.
	The school board implements a comprehensive research-informed needs assessment process for budget planning purposes.	**The school board conducts a needs assessment for budget planning purposes with all staff members and other stakeholders.**	The school board conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the board members.	The school board does not conduct a needs assessment for budget planning purposes.
	The operational procedures for expenditure of discretionary funds are informed by organizational efficiency research.	**Established operational procedures are followed in the expenditure of discretionary funds and result in the funding of educational priorities related directly to student needs.**	Operational procedures may be in place for expenditures of discretionary funds, but the procedures are not always followed.	Expenditures of discretionary funds do not follow operational procedures.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **8.2c** **The school board analyzed funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.** **Examples of Supporting Evidence:** • 5YCEP • Comprehensive district improvement plan • Local board of education policies • District procedures manuals • School board policies • School financial management procedures • School budgets • Documentation of grant awards • School board meeting agenda and minutes • District staff member, school staff member and school board member interviews	**Meets criteria for a rating of "3" on this indicator plus:**			
	Budget decisions are data-informed, intentional and aligned with the action components of the 5YCEP and district improvement plans.	**Budget decisions are data-informed, intentional and aligned with the action components of the 5YCEP.**	Some budget decisions are aligned with the action components of the 5YCEP, but they may not be intentional or informed by data.	Budget decisions are not aligned with the action components of the 5YCEP.
	Funds are integrated and expended in accordance with the 5YCEP and district improvement plans and requirements of grants.	**Funds are expended in accordance with the 5YCEP and requirements of grants.**	Funds are not always expended in accordance with the 5YCEP and requirements of grants.	Funds are not expended in accordance with the 5YCEP and requirements of grants.
	School leadership engages representatives of all stakeholder groups in long term financial planning to ensure that expenditures proactively meet the anticipated future needs of the school's students.	**Expenditures are monitored regularly and adjusted as necessary to meet changing student needs.**	Expenditures are not regularly monitored or adjusted to meet changing student needs.	Expenditures are not monitored or adjusted to meet changing student needs.

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	4 Exemplary level of development and implementation	**3** Fully functioning and operational level of development and implementation	**2** Limited development or partial implementation	**1** Little or no development and implementation
DA **8.2d** **State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district.**	**Meets criteria for a rating of "3" on this indicator plus:**			
	All categorical funds are appropriately and effectively integrated with general funds to maximize support of identified student needs.	**All categorical funds are allocated to support identified student needs.**	Categorical funds do not always support identified student needs.	Categorical funds are not used to support identified student needs.
Examples of Supporting Evidence: • 5YCEP • School budgets (Five-Year history) • Categorical program financial reports (Five-Year history) • School board meeting agenda and minutes • District and school staff interviews	Categorical funds are expended to encourage research-informed and innovative program strategies to be implemented in the classroom to meet specific student needs.	**The expenditure of categorical funds is monitored and analyzed frequently. Program strategies are revised based on the evaluation of specific student needs.**	The expenditure of categorical funds may be monitored, but program strategies are not always revised based on the evaluation of specific student needs.	The expenditure of categorical funds is not monitored.
	School leadership engages representatives of all stakeholder groups in long term financial planning to ensure that expenditures of revenue from multiple sources are leveraged to maximize student achievement.	**Revenue from multiple sources is consistently integrated to maximize student achievement.**	Revenue from various sources is not always integrated to maximize student achievement.	Revenue from various sources is not integrated.